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ABSTRACT

Every college and school library can benefit from a comprehensive picture file suited to its potential users. A new system is presented along with detailed instructions for the preparation and cataloging of pictures and other visual aids. Suggested subject categories and possible sources for pictures are listed. (Other documents in this series are LI004290 through LI004293.) (Author/DH)

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THE LIBRARY PICTURE FILE

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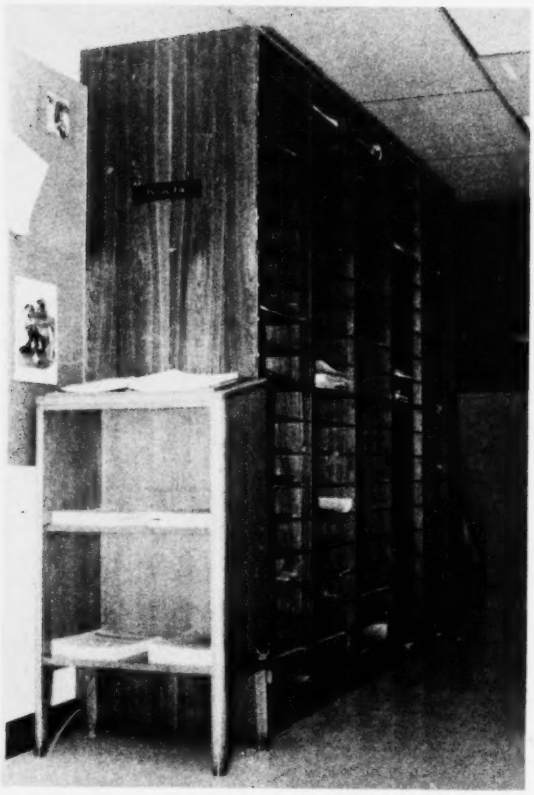
PICTURE FILE



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The value of pictures in the teaching process is well known and accepted by all educators. Elementary teachers, in particular, make frequent use of pictures to make the learning process easier and more interesting. Librarians can do much to assist teachers in this area; not only in terms of providing organized collections of pictures for their use, but also in helping them organize their own classroom collections.

A new technique has been developed for organizing and making available to student teachers thousands of valuable unframed pictures and study prints. The system is simple, convenient, and suitable for classrooms as well as libraries. Most important, due to its convenience, it increases the use of visual aid material. In any teacher-training institution, the picture file can serve as a valuable part of the Curriculum Materials Center.

CHARACTERISTICS OF THE IDEAL PICTURE FILE

There are at least five basic characteristics of the ideal picture file:

1. Simple Organization -
   Arrangement should be by subject area, with a separate bin for each topic. Each picture is classified with a unique call number (just as a book); one that is brief and easily assigned. The system should allow for unlimited expansion. A complete shelf-listing of every picture by title and subject is essential. Ample cross references should be used to bring together related topic areas. It is desirable for the collection to be organized in a manner that will provide for the serving of specific needs as well as the need for browsing.

2. Convenience and Open Display -
   Pictures on specific topics should be found quickly and on a self-serve basis. Ordinarily, a teacher will be looking for pictures to support a certain unit. The system should offer her the convenience of narrowing down the selection of pictures to those related to a particular topic. Keeping pictures hidden from view is not a desirable practice.

3. Circulating -
   The procedure for checking out pictures should be quick and simple. Some type of container or wrapping is recommended for protecting materials.

4. Protective Storage -
The life of a picture is dependent upon a number of factors; e.g., durability, care given by patron, and storage. Whatever storage facility is used, it should not call for pictures being jammed together. Plastic lamination is highly recommended. It not only makes a picture more attractive, but it also will add years to its life.

5. Attractively-Mounted Pictures of All Sizes -
Storage facilities should be capable of accommodating pictures 18" x 24" in size. Folding or rolling pictures is not recommended. Flat storage is preferred.

A new system now in use at several college libraries satisfies all of these characteristics. Pictures are mounted and housed in open bins, each bin 18" by 24" in size. Bins are numbered 1, 2, 3, etc., and the pictures within are given unique call numbers. In bin No. 1 pictures are numbered 1-1, 1-2, 1-3, etc.; in box No. 2 they are numbered 2-1, 2-2, 2-3, etc.

Each box represents a subject area, such as animals, birds, circus, health, insects, etc. A notebook serves as the shelf-list and provides (1) a listing of every subject area, with the appropriate box number; and (2) the call number and description of every picture. Initially, the subject areas may be arranged alphabetically throughout the boxes. It is not necessary, however, to maintain an exact alphabetical arrangement.

Pictures, like other library materials, are checked out individually for use outside the library. The loan period is ordinarily two weeks. Date due can be stamped on the back of each picture. A simple check-out slip is recommended below:

#_____(Picture File)
Date Due:

Description: _____
_____
_____

Borrower: _____
(Printed)

Address: _____
_____

Promoting use of the picture file can be done in various ways; by communication, visual display, etc. One very successful technique is to publish a cataloged listing of resources available, grouped by subject area. A copy of the listing can be given to every teacher in the school. The result should be an increase in the circulation of pictures.

VALUE OF THE PICTURE FILE IN SUPPORTING TEACHERS

It is a matter of fact that few college libraries have picture file collections. Many of those who provide such resources, have collections which are poorly organized and inadequate.

The same is true of libraries in elementary and senior high schools. Each teacher is left to himself to develop his own file of pictures and visual aids. Filmstrips, tapes, transparencies, and recordings are normally available in ample supply, but not pictures. Even those schools having centralized curriculum materials centers, seem to shy away from picture collections.

There are many reasons for having an organized picture file. Its contribution to the academic program can be a significant one. Consider the following values:

1. Library resources play an important part in the teaching process. Librarians can affect and contribute to the process by working through teachers. A picture is a visual tool which aids both teaching and learning. As we all know, a picture is worth a thousand words. When a librarian speeds up the learning process, he is indeed contributing to the educational program.

2. The saving of a teacher's time is a worthwhile objective for any librarian. Providing a teacher with classroom resources not only assists in making her teaching more effective, but it saves valuable time that she can use in working with the student. Her time is best spent working with students, not looking for resources. Moreover, some teachers will simply not bother to use visual aids unless they are made conveniently available to them.

3. It is difficult to assess the rewards gained by a child through the use of a picture. We know that pictures are important to a child because juvenile books are filled with them. It is quite possible that a child's early exposure to pictures may have an effect on his ability to draw, or his appreciation of art.

   Certainly for all of us, many concepts are best understood through the viewing of a drawing or picture. The impression a picture makes on a child in his early years may have a lasting effect. Pictures of farm animals may be the next best experience to actually visiting the farm and touching the animals. The closer a teacher can come to simulating the actual feeling of an experience, the better her teaching.

4. The experience of searching for pictures to include in the file can be a valuable one for children. Under the teacher's guidance, children will gain knowledge, interest, and satisfaction from organizing their own classroom file of favorite pictures. Within a short period of time, the file becomes a rather extensive and useful one.

5. Anyone who has ever taught, knows there is an unlimited supply of ideas pertaining to teaching methods. Any one idea tends to multiply and produce several others. This is true in the case of visual aids. In using pictures, for example, a creative teacher may be motivated to go a step further and produce an audio tape to accompany the picture. Or, she may stimulate interest on the part of her students and have them do it. Whatever the result may be, her creative act was triggered by the librarian's picture file.

CURRICULUM SUBJECT AREAS

Subject areas used by a particular library or school will depend largely on the curriculum being taught by its faculty and student teachers. Any topic heading may be used if it accomplishes the job of getting pictures into the hands of teachers, in an organized manner. Certain topics, because of their importance, may require two or even three bins.

Because of the extensive use of pictures at the elementary level, most topic headings will be geared to that level. Pictures are used to a lesser degree at the secondary and college levels. This is not to say that excellent visual aids are not available for use at these levels. The supply of useful pictures is simply more limited.

Any listing of subject headings will necessarily be incomplete. The list used by a particular library must be created and developed as the picture file expands. An initial listing of suggested headings, however, will assist the librarian in getting the picture file started, and save her considerable time. The following may help to serve that purpose:

1. Alaska
2. Arts and Crafts
3. Animals - Invertebrate
4. Anatomy; Physiology; Body Parts
5. Art; Artists
6. Astronomy; Stars; Planets; Meteorology; Sun
7. Authors
8. Babies
9. Biology; Digestive System; Respiration; Dissection
10. Birds
11. Black Studies; Negro History; Slavery
12. Capitols; Washington D.C.
13. Castles; Knights
14. Children
15. Circus
16. City Life
17. Civil War
18. Clothing; Dress
19. Color
20. Community Helpers; Doctor; Dentist; Policeman; Mailman; Fireman
21. Dancing
22. Desert
23. Drugs; Narcotics; Smoking; Alcohol
24. Earth Sciences; Geology; Rocks; Minerals
25. Earthquakes; Hurricanes; Cyclones
26. Electricity
27. Environment; Pollution; Ecology; Conservation
28. Fairy Tales
29. Family Life
30. Famous People
31. Farms; Farmers; Agriculture; Soil
32. Fire Prevention
33. First Aid; Accidents
34. Flags

35. Folk Tales; Legends; Myths
36. Food; Nutrition; Fruit; Vegetables
37. Foreign Countries - Africa
38. Foreign Countries - Asia
39. Foreign Countries - Canada
40. Foreign Countries - Central America, Caribbean
41. Foreign Countries - China
42. Foreign Countries - Europe
43. Foreign Countries - Middle East
44. Foreign Countries - Russia
45. Foreign Countries - Scandinavian
46. Foreign Countries - South America
47. Forests; Trees
48. Freedom; Civil Rights
49. Fuels
50. Geography
51. Government; Politics
52. Grammar; English; Rhymes; Vocabulary
53. Graphs; Charts
54. Hawaii
55. Health
56. Hearing; Sound; Ears
57. Heat
58. Heroes
59. Historic Places; Shrines; Landmarks
60. Holidays
61. Homes; Houses; Architecture
62. Indian, American
63. Industry; Business
64. Insects
65. Labor; Occupations; Employment
66. Libraries; Books
67. Light; Optics
68. Machinery; Tools; Technology
69. Mammals - Domestic
70. Mammals - Wild
71. Maps; Globes; Latitude; Longitude
72. Mexico
73. Money; Banking; Economics; Taxes
74. Moon
75. Mountains
76. Musical Instruments
77. Numbers; Arithmetic; Fractions; Percentage
78. Nurse
79. Oceans; Rivers; Seas
80. Parks; Recreation
81. People
82. Pets
83. Physical Fitness; Sports; Athletics
84. Pioneers; Explorers
85. Plant Life; Flowers
86. Population
87. Post Office
88. Posters
89. Presidents

90. Religions
91. Reptiles
92. Rhymes; Poetry
93. Rubber
94. Safety
95. School
96. Seasons
97. Senses
98. Sex Education; Marriage; Reproduction
99. Space; Astronauts
100. States
101. Teeth
102. Telephone
103. Theatre; Plays; Drama
104. Transportation, Air; Aeronautics; Airplanes
105. Transportation, Land
106. Transportation, Water; Boats; Ships
107. United Nations
108. U.S. Constitution
109. Volcanoes
110. Wars; Military
111. Weather; Climate; Temperature
112. Zoo

PREPARATION AND CATALOGING OF PICTURES

Preparing pictures for circulation involves certain tasks of a clerical nature. The procedure is as follows:

1. Trim picture to a suitable size.

2. Select a color of construction paper most appropriate for the picture, and mount it with paste. Write a brief descriptive title for identification purposes on the reverse side of the mounted picture. Commercial study units often have a teaching outline and title printed on the back of the card. This simply makes the job of processing easier.

3. Laminate the picture with a plastic coating for permanent protection. An inexpensive laminating machine can be purchased from the General Binding Corp., Northbrook, Ill. 60062; or from Laminex Industries, 5122 St. Clair Ave., Cleveland, Ohio 44103.

4. Referring to the notebook listing of subject areas and accompanying bin numbers, select a category most suitable for the picture; e.g., Box No. 37 is FOREIGN COUNTRIES - AFRICA. The first picture in this category is identified with the call number 35-1. It will be indicated in the upper right-hand corner of the picture.

5. Punch small holes in upper corners of the mounted picture. The holes are used for pinning the picture to a bulletin board.

6. Add call number and descriptive title to the notebook listing. Separate sheets for each bin number should be provided in the notebook so that patrons can see the titles of all pictures in a particular topic area.

SOURCES OF PICTURES, CHARTS, STUDY UNITS, AND MAPS

Sources for supplying pictures are many. Hundreds can be obtained free from extra copies of magazines. Disposing of periodicals is a universal problem in most communities, and citizens are only too happy to donate them to libraries. Accept them and use their contents for pictures, pamphlets, etc. Periodical literature is much too valuable to destroy.

Excellent pictures, charts, study prints, and curriculum units can, of course, be purchased from various commercial sources. Many other organizations offer visual materials free of charge. The following is a selective listing of recommended sources:

1. Advertising literature and catalogs.
2. Art work (paintings, drawings).
3. Book jackets.
4. Calendars.
5. Federal and state agencies.
6. Foreign embassies.
7. Periodicals (NATIONAL GEOGRAPHIC, LIFE, etc.)
8. Travel agencies.
9. American Map Co. (3 W. 61st St., N.Y. 10023)
10. Benefic Press (10300 W. Roosevelt Rd., Westchester, Del. 60153)
11. Coronet Instructional Materials (65 E. South Water St., Chicago, Ill. 60601)
12. Creative Dimensions (P.O. Box 1393, Bellingham, Wash. 98225)
13. David C. Cook Pub. Co. (Elgin, Ill. 60120)
14. Demco Educational Corp. (Box 1488, Madison, Wis. 53701)
15. Denoyer-Geppert (5235 Ravenswood Ave., Chicago, Ill. 60640)
16. Encyclopedia Britannica Educational Corp. (425 N. Michigan Ave., Chicago, Ill. 60611)
17. Eye Gate House (146-01 Archer Ave., Jamaica, N.Y. 11435)
18. Gale Research Co. (961 Book Tower, Detroit, Mich. 48226)
19. Gaylord Bros. (P.O. Box 61, Syracuse, N.Y. 13201)
20. Government Printing Office (Washington, D.C. 20402)
21. Hammond (Hammond Bldg., Maplewood, N.J. 07040)

22. Hearne Bros. (1st National Bank Bldg., Detroit, Mich. 48227)
23. Hubbard Press (2855 Sherimer Rd., Northbrook, Ill. 60062)
24. Instructo Corp. (107 Cedar Hollow Rd., Paoli, Pa. 19301)
25. Instructor Publications (P.O. Box 6108, Duluth, Minn. 55806)
26. Kenworthy Educational Service (P.O. Box 3031, Buffalo, N.Y. 14205)
27. Lambert Studios (910 N. La Cienga Blvd., Los Angeles, Calif.) - Paintings.
28. Milton Bradley Co. (Springfield, Mass. 01101)
29. Nystrom Co. (3333 Elston Ave., Chicago, Ill. 60618)
30. Rand-McNally & Co. (P.O. Box 7600, Chicago, Ill. 60680)
31. School Service Co. (647 La Brea, Los Angeles, Calif. 90036)
32. Singer/SVE (1345 Diversey Parkway, Chicago, Ill. 60614)
33. Vanguard Visuals Co. (P.O. Box 24266, Dallas, Tex. 75224)
34. Ward's Natural Science Establishment, Inc. (P.O. Box 1712, Rochester, N.Y. 14603)

HOW TO PURCHASE THE PICTURE FILE UNIT

The picture file unit is designed to be an attractive and movable piece of library furniture. It is constructed out of wood and finished with either a light or dark stain. Dimensions are 18" wide, 24" deep, and 85" high. Each unit contains 19 bins, which have the capacity to house at least 2,000 pictures. The price of one unit is $250 plus shipping costs. Delivery is ordinarily made within six weeks. Your purchase order should be sent to:

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